**K-5 ELA Lesson Plan**

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| **Teacher:**  **CMDoak** | | **Grade:**  **2nd** | | | **Date(s)**: 1st day |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  1 – Story Mapping | | |
| **Essential Question(s):**  How does asking and answering questions help me to understand key ideas and details when I read, write and speak? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  Index Cards  Notebook Rings  The Important Book by Margaret Wise Brown  Main Idea Hand song  Main Idea template  Rubber/Latex gloves  Sharpie Markers  Graphic Organizer  Bios on MLKJr and Obama  True Stories about Abraham Lincoln (daily RA book) | | | | important  details  biography  setting | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Reading**  **Standards:**  RL.2.1 – Ask and answer such questions as who what when where why and how to demonstrate understanding of key details in a text.  **I Can Statement(s):**  I can identify who what when where why and how key details of a person’s life.  **Instructional Plan:**  Teacher will teach class the Main Idea Hand song and refer to the product that was made during morning work/center.  After referring back to the reading of The Important Book,  together the class will discuss how we can use this concept with people as well and introduce the term biography. The teacher will read aloud a short Bio on Martin Luther King Jr and the class will create an Important Poem about MLK Jr together with a focus on the 5W’s.  e.g.  The important thing about Martin Luther King is that… (**Who)** He gave many speeches. (**What)**  He inspired people to unite in the 1960’s. (**When)** He led non-violent marches in southern towns. (**Where / How)** But, the important thing about Martin Luther King is that he fought for freedom. (**Why)**  Now the students have an idea of how to identify key details of a person’s life and will next work together in cooperative groups (\*Primo time to teach procedures) to read a short selection on President Obama identifying the Who, What, When, Where, Why, and How on a graphic organizer provided. Each group should have a Recorder, Reporter, Timer and Collector.  A reporter from each group will share what their group did. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  W.2.8 – Recall information from experiences or gather information from provided sources to answer questions.  **I Can Statement(s):**  I can gather information to answer questions.  **Instructional Plan:**  Teacher calls the students to the reading rug. (\*Primo time to teach procedure)  On the first day of school the teacher reads The Important Book to the class (The important thing about a spoon is that you eat with it, it is hollow, it is like a little shovel, etc....But the important thing about a spoon is that you eat with it)  Teacher leads a discussion in how details can give us better understanding and a main idea of a topic or person. Details can be obtained by reading and questioning.  Students will take turns (as called on by teacher) to ask him/her questions about themselves. The teacher will record the responses on a chart or board. Teacher will then explain that she will model the format on the board (as presented in the book) focusing on the 5 W’s. Students are dismissed to their seats to copy at their seats.  e.g. –  *The most important thing about Mrs. Doak is that…*  *She is a Reading Specialist.*  *She has been teaching for 20 years.*  *She works at Johnson Street Global Studies.*  *She loves teaching students.*  *But the most important thing about Mrs. Doak is that she is a teacher.*  **NOTE: Students may choose their own facts from the chart or copy what the teacher modeled.**  (This interview process, note-taking, and report will be done each week with a new student and complied in a Star Student of the Week Bio-Book) | | | | |
| **ilGradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice  X Independent | **Word Study**  **Standards:**  L.2.4a **–** Use sentence-level context as a clue to the meaning of a word  **I Can Statement(s):**  I can learn new words by using clues in the sentence.  **Instructional Plan:**  Students will create their vocabulary rings individually while as a class we introduce new vocabulary to our Word Wall.  Words will be introduced, a clue will be given via the teacher’s use of the word in a relevant sentence and class (with teacher guidance) will agree on correct definition for this particular unit.  (Students will be given index card with holes punched in the corner.  Every time a new word is introduced students will write the word on one side with the definition on back (as given by the teacher)  The cards will be added to a notebook /key ring and kept in their “Tool Box”. These rings can be used later for study with partners, quizzes, centers, etc | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   X Independent | **Speaking & Listening**  **Standards:**  SL.2.2. – Recount or describe key details from a text read aloud or information presented orally or through other media.  **I Can Statement(s):**  I can share a story about someone using details.  **Instructional Plan: \***  Students will share their The Important thing about Mrs. Doak is… poems with the class. | | | | |
| **Closing/Summarizing Strategy** | Students will record their lesson’s reflection in their Learning Logs:  (revisiting I can statements and essential questions)  **Today we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **I learned that I can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **I really liked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **But I had trouble with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students will be paired up with a partner to create Bio Buddy poems. | | Main Idea Song  Glove manipulative | | | Anchor Charts  Graphic Organizers  Vocabulary Rings/Word Wall |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Student Learning Logs  Individual Students work | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*